

Graduate and Professional Council Meeting Agenda

[Rescheduled] Tuesday 7 March 2023

Nagle 113; Zoom Link

Meeting ID: 917 8225 XXXX

Passcode: GPCXXXX

ATTENDEES

In-Person

Fuhui Tong, Chair

Mark C. Gleason, Administrative Assistant

Hank Walker (Engineering)

Charles Criscione (Graduate and Professional School), Trent Smith (Graduate and Professional School)

Online

Mary Bryk (Agriculture and Life Sciences), Katie Reed (Architecture), Dwight Garey (Business), Beverly Irby (Education and Human Development), Maria Escobar-Lemmon (Government and Public Service), Charlotte Ku (Law), Jon Skare (Medicine), Matthew Sorenson (Nursing), Tamika Gilreath (Public Health)

Kristy Delvo Vela (Arts and Sciences), Michael Alexander (Business)

DISCUSSION ITEMS

1. **Residence Requirement Language** (Graduate and Professional School) – *Attachment 1*

- [Smith] Introduction
 - Proposed revisions discussed in previous two Graduate Operations Committee meetings
 - Additional language indicates that distance education courses do not count towards Residency Requirement
 - Applies only to those which have Residence Requirement
 - No feedback, questions, or concerns received regarding revision
- [Tong] Will be included in Catalog 2023-2024 updates

- **Approved**

2. **New Standardized Test Score Requirement Request Guidance** – *Attachment 2*

- [Gleason] Introduction
 - Final draft revised by the Graduate Policies and Standards Committee
 - Incorporated recommendations discussed in GPC's February 2023 meeting including section on potential causes for denial of a request
- Discussion

- [Tong, reading comments from Devarakonda] recurring reminder that student access (or lack of access) to standardized exams should still be taken into consideration of departments' requests
 - [Walker] requiring standardized examination scores, for many applicants, will give them an additional metric to recommend their acceptance
 - [Gleason/Reed] requests to require scores does not prevent students from requesting exemptions from the requirement, included in new guidance document
 - [Tong] due to the lengthy discussions, resubmission of requests extended to 14 April 2023 (for consideration in the GPC's May 2023 meeting)
 - **Approved**
- 3. PhD Program Hour Request (Soil and Crop Sciences) – *Attachments 3-4***
- Introduction
 - [Gleason] department admitted student with three-year bachelor's and 1-year master's degrees
 - Admissions determined that it would recognize student having completed equivalent of a 4-year bachelor's degree without a master's degree and student would be required to complete 96-hour doctoral program
 - Department has requested to allow the student to complete the 64-hour program track
 - [Bryk] agree with Admission's decision, but independent auditor (WES) determined that student's 3-year bachelor's degree was equivalent to an American 4-year degree, but admission to master's degree required a specific 4-year degree that the student did not complete
 - Discussion
 - [Walker] university which granted bachelor's and master's degrees indicates that the 3-year bachelor's is not equivalent to an American 4-year
 - [Delvo/Bryk/Walker] student's master's degree program appear to require two years of study, but was awarded after only one year
 - [Escobar-Lemmon/Bryk] student and department appear to be requesting acceleration which seems to be unwarranted considering the student has only completed four years-worth of work, department has not adequately indicated why this abbreviation would be necessary
 - Consensus of members indicated that Admissions' determination should be held and student should remain in 96-hour program
 - **Denied**
- 4. Academic Professional Track Faculty in Graduate Committee Faculty – *Attachment 5***
- [Tong] Introduction
 - Graduate Committee Faculty Guidelines approved in 2015 and revisions in 2020

- New edits to guidelines currently underway
- Academic Professional Track (APT) faculty must be nominated by department, receive GIC and GOC approval, and nomination must include letter of support from Department Head
- Concerns expressed in GOC meeting regarding APT faculty who are research-versus teaching-oriented and possible expectations to serve on advisory committees which may not be in line with their job responsibilities
- Discussion
 - [Bryk/Tong] main question is whether changes should be made to guidelines with regards to APT in order to provide greater detail for which types of APT faculty should be expected to serve on advisory committees
 - [Walker/Escobar-Lemmon] guidelines appear to already provide sufficient information
 - [Bryk] letters of support explain why APT faculty are being nominated to GCF
 - [Escobar-Lemmon/Delvo] additional requirements detailed in guidelines not observed to contribute to APT dissatisfaction or feelings of “inequality” versus Tenured/Tenure-Track faculty
- [Tong] general sense of discussion indicates no desire for substantive revisions to GCF Guidelines

CONSENT AGENDA (Approved)

1. Course Changes

[ALEC 672: Analytic Techniques in Recreation, Parks, and Tourism](#)

[MEPS 601: Physiology of Plants](#)

[PLPA 607: Pathogen Strategies](#)

2. New Course

[EPSY 607: Understanding Research from a Consumer’s Perspective](#)

Attachment 1

Residence Requirement

A major purpose of the residence requirements for graduate degrees is to ensure that students have an opportunity to benefit from the advantages of a university environment. These advantages include accessibility to libraries, laboratories, and other physical facilities, as well as opportunities to participate in seminars and a variety of cultural activities. Equally important to graduate students are the advantages of becoming acquainted with the faculty and other students on personal and professional bases.

Students “in residence” are expected to devote sufficient time and energy to graduate studies under the direction of an advisory committee chair and the advisory committee members. Another major purpose of the residence requirements for graduate degrees is to ensure that faculty have the opportunity to properly evaluate students’ development, to guide and direct their studies, and to determine competency.

For specific minimum residence requirements, students should check the additional requirements section in the graduate catalog for the degree they are pursuing.

DOCTORAL

Residence

A student who enters the doctoral degree program with a baccalaureate degree must spend one academic year plus one semester in resident study at Texas A&M University. A student who holds master’s degree when he/she enters doctoral degree program must spend one academic year in resident study. One academic year may include two adjacent regular semesters or one regular semester and one adjacent 10-week summer semester. The third semester is not required to be adjacent to the one year. Enrollment for each semester must be a minimum of 9 credit hours each to satisfy the residence requirement. A minimum of 1 credit hour must be in a non-distance education delivery mode. Semesters in which the student is enrolled in all distance education coursework will not count toward fulfillment of the residence requirement.

To satisfy the residence requirement, the student must complete a minimum of 9 credit hours per semester or 10-week summer semester in resident study at Texas A&M University for the required period. A student who enters a doctoral degree program with a baccalaureate degree may fulfill residence requirements in excess of one academic year (18 credit hours) by registration during summer sessions or by completion of a less-than-full course load (in this context a full course load is considered 9 credit hours per semester).

Students who are employed full-time while completing their degree may fulfill total residence requirements by completion of less-than-full time course loads each semester. In order to be

considered for this, the student is required to submit a Petition for Waivers and Exceptions along with verification of his/her employment to the Graduate and Professional School. An employee should submit verification of his/her employment at the time he/she submits the degree plan. See [Registration](#).
See [Residence Requirements](#).

MASTERS

Residence

In partial fulfillment of the residence requirement for the degree of Master of Science, the student must complete 9 resident credit hours during one regular semester or one 10-week summer semester in resident study at Texas A&M University. A minimum of 1 credit hour must be in a non-distance education delivery mode. Semesters during which the student is enrolled in all distance education coursework will not count toward fulfillment of the residence requirement. Upon recommendation of the student's advisory committee, department head or Chair of the Interdisciplinary Program, if appropriate, and with approval of the Graduate and Professional School, a student may be granted exemption from this requirement. Such a petition, however, must be approved prior to the student's registration for the final 9 credit hours of required coursework.

Students who are employed full-time while completing their degree may fulfill total residence requirements by completion of less-than-full time course loads each semester. In order to be considered for this, the student is required to submit a Petition for Waivers and Exceptions along with verification of their employment to the Graduate and Professional School.

See [Residence Requirements](#).

Attachment 2

Standardized Test Score Requirement Request Memorandum Guidance

Permanent Elimination of University Standardized Test Requirement for Graduate Admissions

Summary

On 3 February 2022, Texas A&M University permanently eliminated the standardized test requirement for graduate admissions beginning with the recruiting cycle AY 2022-2023 (Fall 2022 and Spring 2023 admissions). In ending the requirement, the university allowed individual programs to require official scores on a standardized test upon request with approval by the Graduate and Professional Council (GPC).

Justification (as Provided in GPC Document Approved on 3 February 2022)

The university originally waived the standardized test requirement for graduate admissions for Fall 2021 admissions through the recruiting cycle of AY 2021-2022 (Fall 2022 and Spring 2023 admissions) to address the restricted access to standardized tests that many prospective graduate students were experiencing because of the COVID-19 pandemic. Individual programs were allowed to require official scores on a standardized test upon request and approval by the Texas A&M University Graduate and Professional Council.

Over the past decade, significant concerns have been raised about the Graduate Record Examination (GRE) due to substantial score disparities, which are viewed by many as a systematic barrier to higher education for underrepresented minorities (URMs), such as Black, Hispanic, and low-income and/or first-generation students. Hence prior to the pandemic, many major universities were discussing the removal of the GRE exam from their admission processes based on those concerns. Further the National Science Foundation discontinued requiring the GRE exam for the Graduate Research Fellowship program more than five years ago. In July 2015, the National Institutes of Health eliminated standardized exam score reporting (e.g., MCAT, GRE) in the fellowship biosketch for their individual fellowship applications (F30 and F31).

It is worth noting that there was an increase from fall 2019 (standardized test scores were required) to fall 2021 (standardized test scores were not required) in graduate applications from Black/African American (347 to 391), Hispanic American (828 to 917), and female (2598 to 3066) applicants.

During fall 2021, the proposed elimination of the university standardized test requirement was discussed at several Graduate Operations Committee (GOC) meetings and at college Graduate Instruction Committee meetings.

Guidance for Memoranda Requesting the Use of Standardized Test Scores for Graduate Admissions

Background

When this process was approved, the GPC provided some guidance regarding the format of memoranda which departments were expected to submit in requesting a continuation to require standardized test scores be provided by applicants to a given program. The GPC asked that these memoranda provide a justification and discussion of why the department needs to require standardized test scores and how those scores would be used in the evaluation process.

Between August and November 2022, in reviewing a number of requests, the GPC came to the conclusion that the requests were insufficient and that more information should be requested. During such discussions, several colleges and schools also noted that departments found it difficult to determine the level of specificity expected in writing these requests. As a result, it was determined that additional guidance should be provided to assist departments in their preparation of request memoranda.

Justification Statement

During the reviews referenced above, the majority of GPC members accepted that most of the memoranda received during the Fall 2022 meetings provided sufficient justifications for their requests. These justification statements included several common factors. Most noted that the standardized test scores accepted by the department had served as an accurate predictor of student outcomes. Others explained that the GRE/GMAT/etc. provided prospective students with an opportunity to further demonstrate their qualifications. Other metrics in the evaluation process may overlook qualified students who would be at a disadvantage if the application did *not* include standardized testing scores. Further, depending on the type of program, standardized exams may help the department quantify a student's writing, analytical, or other skills that may be needed for success.

Several departments also indicated that their programs either should or must require scores based on the current academic landscape. It may be common practice among peer institutions to require the GRE/GMAT/etc. Additionally, national institutions that rank university programs may drop a program's ranking if it does not require standardized test scores. For others, *not* requiring scores automatically places the program into a lower category of perceived quality and reputation.

Use of Test Scores

In addition to the justification, the GPC also asks that request memoranda provide information regarding how departments intend to use standardized test scores in the evaluation of applicants. This may include – but is not limited to – weighting of scores in relation to other application items, expectations for certain students as a counter-balance to other factors (lower GPAs, school rankings, writing samples, etc.), and so forth. It is also recommended that the memo include a discussion on how the scores will be considered in relation to these or other application materials.

These memoranda might also include a discussion of the department's experience in requiring standardized test scores in their application and admissions process (if scores have been required before). This may include the number of applicants, how the standardized test scores were applied in, results, and any other observations.

Further, if the academic unit intends to allow for exceptions to the requirement, the standard for granting such exceptions should be included in their memorandum to the GPC.

Potential Causes for Denial of Request

The Graduate and Professional Council reserves the right to deny requests based on memoranda that do not provide sufficient justification or explanation of the use of standardized test scores. As a result, the GPC – by majority vote – may deny the request and return a memorandum for revision. The academic unit may then resubmit a revised request to the GPC for consideration in its next scheduled meeting.

There are several reasons that a department or interdisciplinary degree program's request to require the use of standardized testing scores for graduate admissions may be delayed or denied by the GPC.

The memo is incorrectly addressed or routed: The memo is not addressed to the Associate Provost and Dean of the Graduate and Professional School; is not routed through the Graduate Operations Committee Dean for the college/school overseeing the department or interdisciplinary degree program; is not signed by the department's head, graduate program director, etc.; or is not sent to the GPC Administrative Assistant for inclusion on the meeting agenda. (A request example/template is provided below.)

The memo does not clearly indicate which program(s) will be subject to the request: The memo does not state the degree type(s), program name(s), thesis/non-thesis option(s), and/or delivery modality.

If the memo is lacking sufficient statement of justification: The justification statement does not include note as to whether or not experience has observed the requested scores' relation to student outcomes; how use of scores may affect qualified students (positively or negatively); the department's need for an additional data point to quantify students' writing, analytical, or other skills needed for success in the given program; common practices among similar programs across universities; and other potential internal or external factors necessitating the use of standardized scores.

If the memo is lacking sufficient indication of how test scores will be used or improper use is indicated: Explanation on the use of scores in the evaluation process does not indicate potential weighting of scores in relation to other application items; does not set expectations that the standardized scores will be balanced against other factors or will be considered in relation to other application materials; the department's experience with use of standardized test scores in their application and admissions process (if scores have been required before); explanation of any of these items is too vague or undefined; or if standardized test scores factor too heavily in the admissions process.

For any questions regarding formatting or approval of request memoranda, please contact the Graduate and Professional Council Administrative Assistant at GPCAdmin@tamu.edu.

Approved by the Graduate and Professional Council on Tuesday 7 March 2023.

Standardized Test Scores Request Memorandum Example

College/School of XXXX

Department of XXXX

To: Dr. Fuhui Tong
Interim Associate Provost and Dean
Graduate and Professional School

Through: [Name]
Graduate Operations Committee Dean
College of XXXX

From: [Name]
[Title (Department Head, Graduate Program Coordinator, etc.)]
Department of XXXX

Date: XX Month 20XX

Subject: Request to Require the Use of Standardized Test Scores for XXXX Programs

The Department of XXXX currently offers a [degree(s)] in [program name], [on-campus and/or distance]. We are requesting to require the GRE for new applicants as a critical and uniform criterion for comparing applicants to the following graduate programs:

[Please list all applicable degree types, program names, modes of delivery, thesis/non-thesis options that standardized test scores will be required for]

Program Summary

These programs attract individuals from across the state, the country, and the world. Applications for all programs open each March and close on 1 August to allow for a thorough faculty review process in advance of any admission decisions. This past recruitment cycle, we received over 1,000 completed applications across all six graduate programs, and offered approximately 50 admissions following a thorough review process. This translates to a 5% acceptance rate, which puts us among the most competitive XXXX graduate programs nationwide. Each candidate brings unique experiences and perspectives to the program.

Justification

Requiring the GRE for applicants to our program(s) will enable us to better compare applicants who graduated from an array of universities, colleges, or programs, both domestically and internationally; however, it will not be the only factor considered in our review process. Our admissions committees make decisions based upon each unique applicant as reflected in their *curricula vitae*, personal statement, school ranking and program quality, overall grade point average, quality of recommendation letters, and relevant career experiences. Applications to the PhD programs can be quite dense, and their contents can vary greatly. GRE scores will serve as a valuable, assistive part in our admissions decisions. They will allow our evaluation committees to compare applicants using a common standard. It will also serve as a counter-balance to subjective analyses of personal statements and recommendation letters which can be subject to biases from both the applicant and the reviewer.

Process for the Use of Scores

GRE scores will not be weighted higher than any other recommended application component, but it is a useful factor. According to our evaluation rubrics, the GRE scores account for 3 out of 45 total points that an applicant can receive.

The GRE writing score, for example, provides us with a consistent standard to assess writing fluency, which we believe is critical to success in the XXXX programs. We have developed minimum recommendations for scores, and our rubric lists various acceptable score combinations (verbal, quantitative, and writing) which is noted by the reviewer. However, for anyone who falls below the recommended scores, we also examine their writing samples and reevaluate their GRE scores in that light. These are also balanced with other factors such as years of experience, the quality of essays, and recommendation letters.

Thank you for your consideration of this request. If you have any questions, please let us know and we will be happy to provide additional information.

Sincerely,

From: Mary E. Bryk <mary.bryk@ag.tamu.edu>
Sent: Sunday, February 12, 2023 1:25 PM
To: Gleason, Mark Christopher
Cc: Bryk, Mary E
Subject: Petition to GPC
Attachments: Catherine response Yaswant K. Pankaj Admissions question.pdf; 6522424794 Yaswant K. Pankaj - Full Application PDF 2022-05-27 02_21_35 UTC.pdf

Dear Mark,

The Department of Soil and Crop Sciences would like the Graduate and Professional Council to consider a student's prior education to determine if the student can be switched to a 64-hour from a 96-hour PhD program. This would require the council to override a decision made by TAMU Graduate Admissions.

The student completed a three-year BSc in Biotechnology from Gauhati University in 2015 and a Master of Science in Agriculture at Dr. Rajendra Prasad Central Agricultural University in 2020.

Admissions decided that the student's 3-yr UG degree and his MS is equivalent to a US BS degree (See Catherine's response). Soil and Crop Sciences believes the student's undergraduate study is the equivalent of a BS. The student provided a WES Credential Evaluation to Admissions that concluded that the three-year undergraduate degree is equivalent to a US Bachelor's degree. Therefore, the department would like the student to be switched from a 96-hour PhD program to a 64-hour PhD program.

I am attaching the student's application to a graduate program in Soil and Crop Sciences.

Thank you for your help.

Mary

--

Mary Bryk, PhD (*she, her, hers*)

Associate Dean for Academic Affairs, College of Agriculture and Life Sciences

Associate Professor, Department of Biochemistry and Biophysics

Texas A&M University

mary.bryk@ag.tamu.edu

979-862-7620 office

Request denied by the Graduate and Professional Council on Tuesday 7 March 2023.

From: Roueche-Herdman, Catherine A catherinerh@tamu.edu
Subject: RE: Admissions question
Date: November 21, 2022 at 10:13 AM
To: Bryk, Mary E bryk@tamu.edu

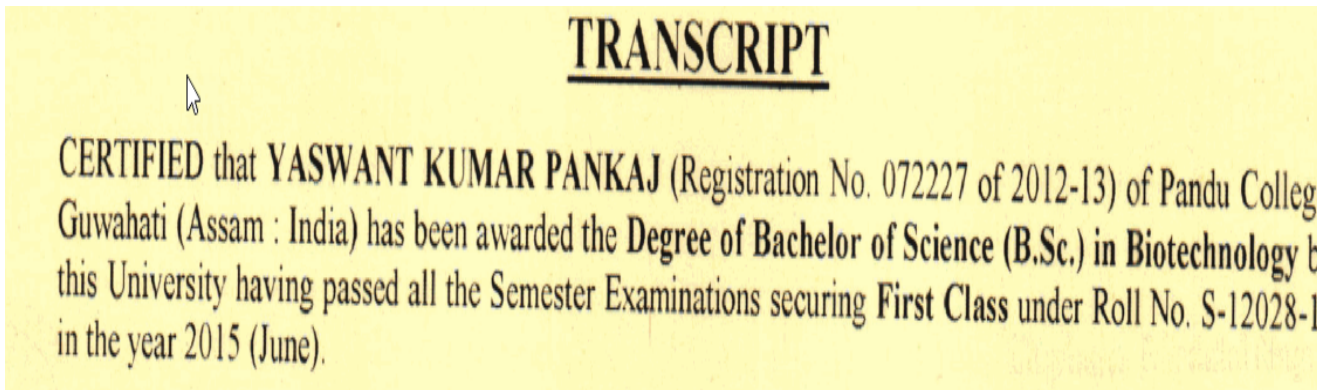
Attachment 4



Good morning Dr. Bryk,

Although our office has declared this Bachelor of Science degree as not equivalent, this may be worth a petition to GPC (please pardon my many screenshots below).

Yaswant completed a three-year BSc in Biotechnology from Gauhati University in 2015, and our AACRAO:EDGE resource indicates this is comparable to only three years of university study:



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3-year Bachelor of Arts (B.A.); Bachelor of Commerce (B.Com.); Bachelor of Science (B.Sc.); Bachelor of Computer Applications (B.C.A.)

REQUEST AN UPDATE

SAMPLE DOCUMENTS:

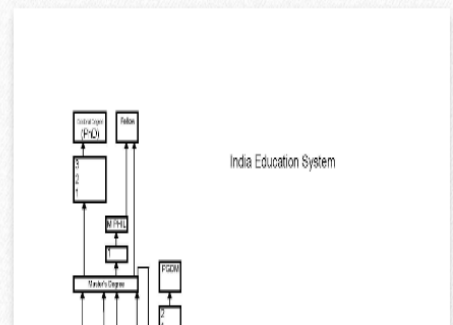
R. 2010. BachelorofScience. (PaniabUnive

CREDENTIAL DESCRIPTION

Awarded upon completion of 3 years of tertiary study beyond the *Higher Secondary Certificate* (or equivalent).

CREDENTIAL ADVICE

The 3-year *Bachelor's degree* represents



rsity)

R. 2015. Bachelor of Arts (Honours). (Panjab University)

R. 2005. Transcript 3-year Bachelor of Commerce (B.Com.). (University of Delhi)

R. 2005. 3-year Bachelor of Commerce (B.Com.). (University of Delhi)

Bachelor of Commerce Transcript

Bachelor of Commerce Certificate

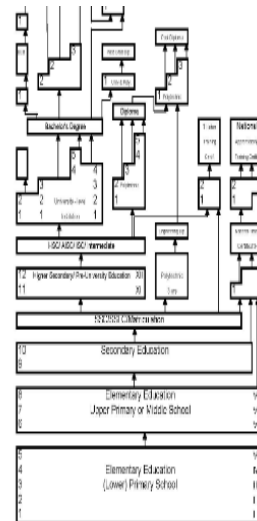
attainment of a level of education comparable to 3 years of university study in the United States. Credit may be awarded on a course-by-course basis.

ADDITIONAL INFORMATION

Entry requirement: *Higher Secondary Certificate* or equivalent

Certificate or equivalent

Leads to: Further tertiary education



Therefore, we required a master's degree (or Post-Graduate Diploma) of at least one year in length to consider Yaswant eligible for graduate admission.

Yaswant completed a Master of Science in Agriculture from Dr. Rajendra Prasad Central Agricultural University in 2020, and this degree would be comparable to a master's degree awarded in the US; **however**, the entry requirement for this program is a Bachelor of Science in Agriculture (which is a four-year degree in India):

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REQUEST AN UPDATE

SAMPLE DOCUMENTS:

R. 2015. Transcript Master of Science in Agr

Master of Science (MSc) in Agriculture

CREDENTIAL DESCRIPTION

Awarded upon completion of 2 years of study beyond the *Bachelor of Science in Agriculture (BSc)* or *Bachelor of Agricultural Science*.

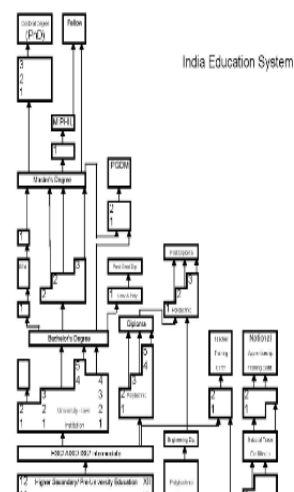
CREDENTIAL ADVICE

The *Master of Science in Agriculture* represents attainment of a level of education comparable to a master's degree in the United States.

ADDITIONAL INFORMATION

Entry requirement: *Bachelor of Science (BSc) in Agriculture* or *Bachelor of Agricultural Science*

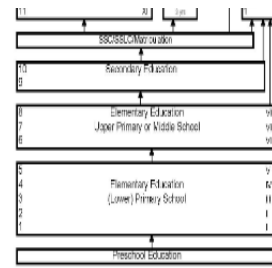
Leads to: Employment or further tertiary education



iculture. (GovindBallabhPantUniversityo
fAgricultureandTechnology)

R. 2015. MasterofScienceinAgriculture.
(GovindBallabhPantUniversityofAgricul
tureandTechnology)

Leads to: Employment or further tertiary
education



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BACHELOR OF AGRICULTURAL SCIENCES, BACHELOR OF SCIENCE (BSC) IN AGRICULTURE, BACHELOR OF NURSING (BSC)

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SAMPLE DOCUMENTS:

R. 2000. BachelorofScienceinAgricul
ture. (AcharyaN.G.RangaAgriculturalUniver
sity)

R. 2000. TranscriptBachelorofSciencein
Agriculture. (AcharyaN.G.RangaAgricul
turalUniversity)

Bachelor of Agricultural Sciences, Bachelor of Science (BSc) in Agriculture, Bachelor of Nursing (BSc)

CREDENTIAL DESCRIPTION

Awarded upon completion of 4 years of tertiary
study beyond the *Higher Secondary Certificate* or
equivalent.

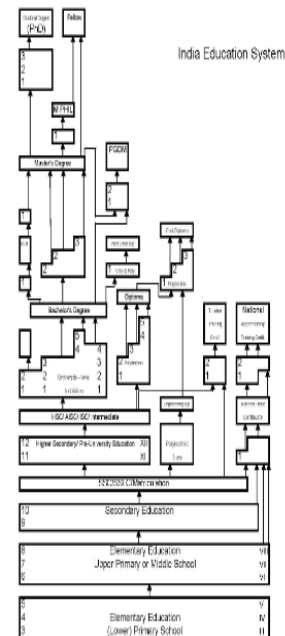
CREDENTIAL ADVICE

The *Bachelor of Agricultural Sciences, Bachelor of
Science (BSc) in Agriculture, and Bachelor of
Nursing (BSc)* each represents attainment of a level
of education comparable to a bachelor's degree in
the United States.

ADDITIONAL INFORMATION

Entry requirement: **Higher Secondary
Certificate** or equivalent

Leads to: Employment or further education



Yaswant appears to have been admitted to this master's degree even though he does not possess a Bachelor of Science in Agriculture.

Additionally, he has submitted a WES Credential Evaluation where they have indicated this

three year degree is equivalent to a US Bachelor's:

U.S. EQUIVALENCY SUMMARY

Bachelor's degree from a regionally accredited institution

CREDENTIAL ANALYSIS

1.	Name on Credential:	PANKAJ, Yaswant Kumar
	Credential Authentication:	<i>Documents were sent directly by the institution</i>
	Country or Territory:	India
	Credential:	Bachelor of Science
	Year:	2015
	Awarded By:	Gauhati University
	Status:	Accredited Institution
	Admission Requirements:	High School Graduation
	Length of Program:	Three years
	Major:	Biotechnology
	U.S. Equivalency:	Bachelor's degree

Though our evaluation does not agree.

I hope some of this information proves helpful.

Best,
Catherine

Catherine Roueche-Herdman (*She/her/hers*) | Senior Associate Director, Admissions Processing
Office of Admissions | Division of Academic & Strategic Collaborations
0200 TAMU | College Station, TX 77843-0200

ph: 979.458.5124 | catherinerh@tamu.edu

TEXAS A&M UNIVERSITY | Where You Belong
aggiebound.tamu.com | admissions.tamu.edu
@Aggiebound: [Twitter](#) | [Instagram](#) | [YouTube](#) | [Snapchat](#)



From: Mary Bryk <bryk@tamu.edu>
Sent: Saturday, November 19, 2022 3:42 PM
To: Roueche-Herdman, Catherine A <catherinerh@tamu.edu>
Subject: Admissions question

Hi Catherine,

We received a memo from the plant breeding program in the Department of Soil and Crop Science asking the college to approve changing a PLBR PhD student, Yaswant Kumar Panjak UIN 633004233, from a 96 hour PhD to a 64 hour PhD program. The student has a degree from India and I was told that TAMU admissions would not approve his degree from India as the equivalent of a BS-MS program.

Would you verify that TAMU admissions evaluated the transcript of Yaswant Kumar Panjak? If so, were his previous degrees (or degree) found to be not the equivalent to a BS + MS at TAMU?

If TAMU admissions made such a decision, then would it be an appropriate for me to ask the Graduate and Professional Council to evaluate the student's transcripts to determine if the degree is the equivalent of a BS-MS?

Thank you,
Mary

--

Mary Bryk, PhD
Associate Dean for Academic Affairs
College of Agriculture and Life Sciences
Texas A&M University

mary.bryk@ag.tamu.edu

979-862-7620 office

979-218-5989 cell

*Attachment 5***Note on December 2020 Revisions**

In keeping with Texas A&M University's commitment to increase interdisciplinary research in graduate and professional education by reducing barriers and fostering collaborations, the following revisions to the Graduate Committee Faculty Guidelines were adopted by the Faculty Senate on December 14, 2020. These changes eliminate the requirement that tenured, tenure-track and academic professional track faculty members must be added to the graduate committee faculty for each degree granting unit in which the faculty will serve as co-chair.

Tenured and Tenure-Track Faculty

Tenured and tenure-track (T/TT) faculty may be approved to serve as co-chair on a doctoral or a master's advisory committee in any degree granting unit by its department head or chair of intercollegiate faculty during the approval process for new degree plans or change in committee petitions.

Academic Professional Track Faculty

Academic professional track (APT) faculty members who have been approved to serve in the chair role for a doctoral degree program may be approved to serve as co-chair on a doctoral or a master's advisory committee in any degree granting unit by its department head or chair of intercollegiate faculty during the approval process for degree plan or change in committee petition.

Academic professional track faculty members who have been approved to serve in the chair role for a master's degree program may be approved to serve as co-chair on a master's advisory committee in any degree granting unit by its department head or chair of intercollegiate faculty during the approval process for degree plan or committee change petition.

Graduate Faculty Guidelines

The Graduate Faculty at Texas A&M University consists of the President, the Provost and Executive Vice President, the Associate Provosts, the Deans of all subject-matter colleges, selected Directors, and properly qualified academic groups.

This document presents University policies and practices which Department Heads, Deans, and Intercollegiate faculties should use in nominating members to the Graduate Committee Faculty of Texas A&M University for participation on graduate student advisory committees, discusses the various roles of Graduate Committee Faculty, and describes the credentialing requirements for the Graduate Teaching Faculty. Departments, intercollegiate faculties, and colleges may have additional requirements that must be satisfied by individuals wishing to be recommended for appointment to the Graduate Committee Faculty. Additional requirements are subject to the review and approval of the Associate Provost for Graduate and Professional Studies.

Graduate Teaching Faculty

According to SACS guidelines, faculty teaching graduate and post-baccalaureate course work should have an earned doctorate or terminal degree in the teaching discipline or a related discipline. Other factors that may be considered include a master's degree or at least 18 semester credit hours of graduate-level coursework in the same or closely related field; professional licensure or certification in a related field or profession, or significant professional, research or teaching experience in the same or closely related field. Faculty members meeting these credentialing requirements for graduate courses are automatically members of the Graduate Teaching Faculty.

The office of the dean of faculties assumes responsibility for verifying the teaching qualifications for faculty. Colleges and departments oversee hiring of graduate assistants who serve as instructors-of-record for undergraduate courses. The guidelines for all instructional faculty, including graduate teaching assistants, who are instructors of record for graduate and undergraduate courses at Texas A&M University and its two branch campuses, Texas A&M University at Galveston and Texas A&M University at Qatar are available at the Dean of Faculties website.

In addition to meeting the credentialing requirements for teaching graduate courses, faculty teaching research courses such as 691 and other designated courses must also be members of the Graduate Committee Faculty.

Graduate Committee Faculty

Appointees to the Graduate Committee Faculty participate in the graduate degree programs of the University by serving on graduate student advisory committees.

Members of the Graduate Committee Faculty are selected from qualified individuals of the faculty and professional staff of Texas A&M University; from employees of Texas A&M University System agencies such as Texas A&M AgriLife Research, Texas A&M Forest Service, Texas A&M AgriLife Extension, TEES, TTI; from employees of affiliated research organizations (such as USDA) located near Texas A&M campus sites, and from affiliated hospitals and clinical organizations.

Nomination for membership on the Graduate Committee Faculty is always initiated by the head of the appropriate academic department, intercollegiate faculty, or dean of college (under special circumstances) of Texas A&M University and is processed as discussed in the following sections.

Appointment to membership on the Graduate Committee Faculty, although considered an honor, serves functional purposes. Appointment to membership is not for the purpose of conferring recognition upon an individual, but is designed to assure competence in the directing and advising of graduate students. Such competence is, in part, a function of experience and knowledge of operational procedures; it is also characterized by ability and motivation.

Membership on the Graduate Committee Faculty is maintained only by participating in graduate programs by directing or administering graduate work, by doing research and publishing, or by other direct and substantial contributions to the graduate programs of the University, such as by service on a Graduate Instruction Committee or by administrative assignments in graduate education. A member of the graduate committee faculty may not serve on the graduate committee faculty of an academic program in which the member is pursuing a graduate degree or certificate. Individuals who have not been appointed to the Graduate Committee Faculty may not serve on student advisory committees unless special approval is granted by the Associate Provost for Graduate and Professional Studies.

The Graduate Council expects that all Deans, Department Heads and Chairs of Intercollegiate Faculty will regularly review the Graduate Committee Faculty under their direction and will recommend withdrawal of the appointments of any members who no longer merit membership on the Graduate Committee Faculty on the basis of their lack of contribution to graduate education. If the chair of a student's advisory committee voluntarily leaves the University and the student is near completion of the degree and wants the chair to continue to serve in this role, the student is responsible for securing a current member of the University Graduate Committee Faculty, from the student's academic program and located near the Texas A&M University

campus site, to serve as the co-chair of the committee. The Department Head or Chair of intercollegiate faculty may request in writing to the Associate Provost for Graduate and Professional Studies that a faculty member who is on an approved leave of absence or has voluntarily separated from the university, be allowed to continue to serve in the role of chair of a student’s advisory committee without a co-chair for up to one year. The student should be near completion of the degree. Extensions beyond the one year period can be granted with additional approval of the Dean.

The Department Head or Chair of intercollegiate faculty shall notify any faculty member who is non-voluntarily removed from the roles of the Graduate Committee Faculty, and the faculty member has the right to appeal his/her removal through University Rule 12.99.99.M2 (Faculty Grievances Procedures).

The two categories of membership are: 1) Member, and 2) Special Appointment.

Possible Roles of Graduate Committee Faculty

Member				
Role	Master’s Only [MS or MA]	Master’s Only – [MEd, other Professional Masters]	Doctoral [PhD, DrPH] and Master’s	Doctoral [EdD, DEng] and Master’s
Chair				
Co-Chair				
Member				
Special Appointment				
Extra member (non-voting)				

Members of Graduate Committee Faculty

A. Tenured and Tenure-Track TAMU Faculty

Tenured and Tenure-track (T/TT) faculty members of Texas A&M University are eligible to participate as members of the Graduate Committee Faculty under criteria and guidelines as established by each college or department. Also Academic Professional Track (APT) faculty members employed by Texas A&M University at Qatar (TAMUQ) with appropriate professorial rank (assistant professor, associate professor, or professor) are eligible to participate as members of the Graduate Committee Faculty. The aforementioned faculty members may serve as chair, co-chair, or member of advisory committees of master’s and doctoral students.

Appointment of a T/TT faculty member to all roles for all graduate programs in the degree granting unit for which the individual is adloc’d is accomplished during the hiring process by the

head of a department, chair of an intercollegiate faculty group, or dean of a college. Appointment of a T/TT faculty member to the chair role in another degree granting unit is accomplished by its department head, intercollegiate faculty chair, or dean through use of the Personal Record Form. Nominations of T/TT faculty members who are not adloc'd to a graduate degree-granting unit, to serve as chair or co-chair in a graduate degree-granting unit must come from the department head or chair of intercollegiate faculty for that graduate degree-granting unit.

T/TT faculty may be approved to serve as co-chair on a doctoral or a master's advisory committee in any degree granting unit by its department head or chair of intercollegiate faculty during the degree plan or change in committee petition approval process.

Appointment of an APT faculty member employed by Texas A&M University at Qatar (TAMUQ) with appropriate professorial rank (assistant professor, associate professor, or professor) is accomplished through use of the Personal Record Form and letter from the TAMUQ Graduate Instruction Committee (the members of which shall be members of the Graduate Committee Faculty at TAMU) through the Dean/CEO of the TAMUQ campus and the appropriate administrative chain at TAMU.

B. APT Faculty and Professional Staff of TAMU, TAMUS Agencies, and Affiliated Hospitals and Clinical Organizations

An APT faculty employed by TAMU, designated TAMUS agencies, or affiliated hospitals and clinical organizations is eligible to participate as a member of the Graduate Committee Faculty (if permitted by department or college guidelines), and may serve as chair, co-chair, or member of advisory committees of master's and doctoral students with appropriate approval. Professional staff employed by TAMU, designated TAMUS agencies, or affiliated hospitals and clinical organizations are eligible to participate as a member of the Graduate Committee Faculty (if permitted by department or college guidelines), and may serve as co-chair or member of advisory committees of master's and doctoral students with appropriate approval.

Appointments of these APT individuals and professional staff are accomplished through use of the Personal Record Form and a letter, initiated by the head of the academic department, dean of college, or chair of intercollegiate faculty, through the College Graduate Instruction Committee and the College Dean. The letter must provide evidence that the nominee meets the qualifications for the desired role(s).

APT faculty members who have been appointed to serve in the chair role for a doctoral degree program may be approved to serve as co-chair on a doctoral or a master's advisory committee in

any degree granting unit by its department head or chair of intercollegiate faculty during the degree plan or change in committee petition approval process. APT faculty members who have been appointed to serve in the chair role for a master's degree program may be approved to serve as co-chair on a master's advisory committee in any degree granting unit by its department head or chair of intercollegiate faculty during the degree plan or committee change petition approval process.

1. General qualifications for serving on advisory committees for master's students only
Minimum qualifications for APT faculty or professional staff employed by TAMU, designated TAMUS agencies, or affiliated hospitals and clinical organizations to serve in the various roles of the graduate committee faculty for master's students only are described below each role in the following section.

Chair role:

The following minimum qualifications must be met for eligibility to serve in the chair role on advisory committees for master's students.

- (a) qualifications (a)-(d) listed below for co-chair role
- (b) employment location near city of Texas A&M campus site (except for online programs).

Co-Chair role:

The following minimum qualifications must be met for eligibility to serve in the co-chair role on advisory committees for master's students.

- (a) has an earned master's or terminal degree
- (b) has actively served on a graduate student's advisory committee, or held/holds an administrative assignment in a graduate program at Texas A&M or another university
- (c) has published a scholarly work as primary author or corresponding author, or appropriate evidence of professional accomplishments related to the discipline
- (d) employed by Texas A&M University; Texas A&M University System agencies such as Texas A&M AgriLife Research, Texas A&M Forest Service, Texas A&M AgriLife Extension, TEES, TTI; or affiliated hospitals and clinical organizations with professorial rank.

Member role:

The following minimum qualifications must be met for eligibility to serve in the member role on advisory committees for master's students.

- (a) has an earned master's or terminal degree, or an earned bachelor's degree and appropriate evidence of professional accomplishments related to the discipline

Exceptions to the minimum qualifications of any of the various roles listed above may be requested as a part of the letter from heads of departments, deans of colleges, or chairs of intercollegiate faculty through the Graduate Instruction Committee and Dean of College.

2. General qualifications for serving on advisory committees for doctoral students

Minimum qualifications for APT faculty or professional staff employed by TAMU, designated TAMUS agencies, or affiliated hospitals and clinical organizations to serve in the various roles of the graduate committee faculty for doctoral students are described below each role in the following section.

Chair role:

The following minimum qualifications must be met for eligibility to serve in the chair role on advisory committees for doctoral students.

- (a) qualifications (a)-(d) listed below for co-chair role
- (b) employment location near city of Texas A&M campus site (except for on-line programs).

Co-Chair role:

The following minimum qualifications must be met for eligibility to serve in the co-chair role on advisory committees for doctoral students.

- (a) has an earned doctoral or terminal degree
- (b) has actively served on a graduate students' advisory committee, or held/holds an administrative assignment in a graduate program at Texas A&M or another university
- (c) has published a scholarly work as primary author or corresponding author, or appropriate evidence of professional accomplishments related to the discipline
- (d) employed by Texas A&M University; Texas A&M University System agencies such as Texas A&M AgriLife Research, Texas A&M Forest Service, Texas A&M AgriLife Extension, TEES, TTI; or affiliated hospitals and clinical organizations with professorial rank.

Member role:

The following minimum qualifications must be met for eligibility to be eligible to serve in the member role on advisory committees for doctoral students.

- (a) has an earned doctoral or terminal degree, or an earned master's degree and appropriate evidence of professional accomplishments related to the discipline

Exceptions to the minimum qualifications of any of the various roles listed above may be requested by heads of departments, deans of colleges, or chairs of intercollegiate faculty through the Graduate Instruction Committee and Dean of College.

C. Faculty and Professional Staff Employed By Other Institutions and Organizations

Faculty and Professionals who are not employed by TAMU, TAMUS agencies listed in section B, or affiliated hospitals and clinical organizations are eligible to participate as a member of the Graduate Committee Faculty (if permitted by department or college guidelines), and may serve as co-chair or member of advisory committees of master's and doctoral students with appropriate approval.

Appointments of the aforementioned individuals are accomplished through use of the Personal Record Form and a letter, initiated by the head of the academic department, dean of college, or chair of intercollegiate faculty, through the College Graduate Instruction Committee and the College Dean. The letter must provide evidence that the nominee meets the qualifications for the desired role(s).

- 1. General qualifications for serving on advisory committees for master's students only
Minimum qualifications for individuals who are not employed by TAMU, TAMUS agencies listed in section B, or affiliated hospitals and clinical organizations are described below each role in the following section.

Co-Chair role:

The following minimum qualifications must be met for eligibility to serve in the co-chair role on advisory committees for master's students.

- (a) has an earned master's or terminal degree
- (b) has actively served on a graduate students' advisory committee, or held/holds an administrative assignment in a graduate program at Texas A&M or another university
- (c) has published a scholarly work as primary author or corresponding author, or appropriate evidence of professional accomplishments related to the discipline

Member role:

The following minimum qualifications must be met for eligibility to serve in the member role on advisory committees for master's students.

- (a) has an earned master's or terminal degree, or an earned bachelor's degree and appropriate evidence of professional accomplishments related to the discipline

Exceptions to the minimum qualifications of any of the various roles listed above may be requested as a part of the letter from heads of departments, deans of colleges, or chairs of intercollegiate faculty through the Graduate Instruction Committee and Dean of College.

2. General qualifications for serving on advisory committees for doctoral students

Minimum qualifications for individuals who are not employed by TAMU, TAMUS agencies listed in section B, or affiliated hospitals and clinical organizations to serve in the various roles of the graduate committee faculty for doctoral students are described below each role in the following section.

Co-Chair role:

The following minimum qualifications must be met for eligibility to serve in the co-chair role on advisory committees for doctoral students.

- (a) has an earned doctoral or terminal degree
- (b) has actively served on a graduate students' advisory committee, or held/holds an administrative assignment in a graduate program at Texas A&M or another university
- (c) has published a scholarly work as primary author or corresponding author, or appropriate evidence of professional accomplishments related to the discipline

Member role:

The following minimum qualifications must be met for eligibility to serve in the member role on advisory committees for doctoral students.

- (a) has an earned doctoral or terminal degree, or an earned master's degree and appropriate evidence of professional accomplishments related to the discipline

Exceptions to the minimum qualifications of any of the various roles listed above may be requested by heads of departments, deans of colleges, or chairs of intercollegiate faculty through the Graduate Instruction Committee and Dean of College.

Special Appointments

There may be times when the head of an academic department or chair of intercollegiate faculty wishes to have qualified individuals serve [such as, from another university, government or industry] on a student's Advisory Committee without being permanent members on the Graduate Committee Faculty. An individual serving as a Special

Appointment on a student's Advisory Committee is not counted toward the minimum number of Graduate Committee Faculty necessary to form the committee. These appointments are accomplished by use of the Personal Record Form, and a letter, initiated by the head of an academic department or chair of intercollegiate faculty to the Associate Provost for Graduate and Professional Studies with the individual's resume attached. The letter should state the merits of the individual being nominated and a list of the specific student advisory committees on which the individual will serve.

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